

ACGME Program Requirements for Graduate Medical Education in the Subspecialties of Emergency Medicine

Common Program Requirements are in BOLD

Effective: July 1, 2007

Introduction

- Int.A. In addition to complying with the requirements in this document, each program must comply with the program requirements for its respective subspecialty, which may exceed the minimum requirements set forth here.
- Int.B. An accredited Emergency Medicine subspecialty program must exist in conjunction with a core Emergency Medicine residency program accredited by the Accreditation Council for Graduate Medical Education (ACGME). Interaction among the subspecialty fellows, faculty, and residents in the core residency program is required. Lines of responsibility for the fellows must be clearly defined. The presence of a subspecialty program should not adversely affect the education of the Emergency Medicine residents.
- Int.C. This document includes the ACGME common program requirements and incorporates the competencies into fellowship training. Core and subspecialty program directors should work together to achieve this goal. Close coordination among core and subspecialty program directors will foster consistent expectations for fellows with regard to their achievement of competencies, and for faculty with regard to evaluation processes.

Int.C .1. Duration of Training

Unless specified otherwise in the subspecialty program requirements, Emergency Medicine subspecialty programs must provide one year of training.

Int.C.2. Scope of Training

- Int.C.2.a) Each subspecialty program must be organized and conducted in a way that ensures the appropriate care and well-being of patients, while providing its fellows with adequate training in the diagnosis and management of these subspecialty patients. Training must include progressive clinical, technical, and consultative experiences that will enable the fellow to develop expertise as a consultant in the subspecialty.
- Int.C.2.b) The subspecialty program must develop in its fellows a commitment to lifelong learning, and must emphasize scholarship, self-instruction, development of critical analysis of clinical problems, and the ability to make appropriate decisions.

I. Institutions

I.A. Sponsoring Institution

One sponsoring institution must assume ultimate responsibility for the program, as described in the Institutional Requirements, and this responsibility extends to fellow assignments at all participating sites.

The sponsoring institution and the program must ensure that the program director has sufficient protected time and financial support for his or her educational and administrative responsibilities to the program.

- I.A.1.** **The same institution that sponsors the related core Emergency Medicine program should sponsor the subspecialty program.**

I.B. Participating Sites

- I.B.1.** **There must be a program letter of agreement (PLA) between the program and each participating site providing a required assignment. The PLA must be renewed at least every five years.**

The PLA should:

- I.B.1.a)** **identify the faculty who will assume both educational and supervisory responsibilities for fellows;**
- I.B.1.b)** **specify their responsibilities for teaching, supervision, and formal evaluation of fellows, as specified later in this document;**
- I.B.1.c)** **specify the duration and content of the educational experience; and,**
- I.B.1.d)** **state the policies and procedures that will govern fellow education during the assignment.**
- I.B.2.** **The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all fellows, of one month full time equivalent (FTE) or more through the Accreditation Council for Graduate Medical Education (ACGME) Accreditation Data System (ADS).**
- I.B.2.a)** **An accredited program may span one or more sites. Use of a participating site that provides four or more months of the inpatient and/or outpatient training requires approval by the Review Committee.**

II. Program Personnel and Resources

II.A. Program Director

II.A.1. There must be a single program director with authority and accountability for the operation of the program. The sponsoring institution's GMEC must approve a change in program director. After approval, the program director must submit this change to the ACGME via the ADS.

II.A.2. The program director should continue in his or her position for a length of time adequate to maintain continuity of leadership and program stability.

II.A.3. Qualifications of the program director must include:

II.A.3.a) requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee;

II.A.3.b) current certification in the specialty by the appropriate American Board of Medical Specialties Member Board, or specialty qualifications that are acceptable to the Review Committee; and,

II.A.3.c) current medical licensure and appropriate medical staff appointment.

II.A.3.c).(1) The program director should have a record of ongoing involvement in scholarly activities, including peer review publications, and mentoring (i.e., guiding fellows in the acquisition of competence in the clinical, teaching, research and advocacy skills pertinent to the discipline).

II.A.4. The program director must administer and maintain an educational environment conducive to educating the fellows in each of the ACGME competency areas. The program director must:

II.A.4.a) oversee and ensure the quality of didactic and clinical education in all sites that participate in the program;

II.A.4.b) approve a local director at each participating site who is accountable for fellow education;

II.A.4.c) approve the selection of program faculty as appropriate;

II.A.4.d) evaluate program faculty and approve the continued participation of program faculty based on evaluation;

II.A.4.e) monitor fellow supervision at all participating sites;

- II.A.4.f)** prepare and submit all information required and requested by the ACGME, including but not limited to the program information forms and annual program fellow updates to the ADS, and ensure that the information submitted is accurate and complete;
- II.A.4.g)** provide each fellow with documented semiannual evaluation of performance with feedback;
- II.A.4.h)** ensure compliance with grievance and due process procedures as set forth in the Institutional Requirements and implemented by the sponsoring institution;
- II.A.4.i)** provide verification of fellowship education for all fellows, including those who leave the program prior to completion;
- II.A.4.j)** implement policies and procedures consistent with the institutional and program requirements for fellow duty hours and the working environment, including moonlighting, and, to that end, must:
- II.A.4.j).(1)** distribute these policies and procedures to the fellows and faculty;
- II.A.4.j).(2)** monitor fellow duty hours, according to sponsoring institutional policies, with a frequency sufficient to ensure compliance with ACGME requirements
- II.A.4.j).(3)** adjust schedules as necessary to mitigate excessive service demands and/or fatigue; and,
- II.A.4.j).(4)** if applicable, monitor the demands of at-home call and adjust schedules as necessary to mitigate excessive service demands and/or fatigue.
- II.A.4.k)** monitor the need for and ensure the provision of back up support systems when patient care responsibilities are unusually difficult or prolonged;
- II.A.4.l)** comply with the sponsoring institution's written policies and procedures, including those specified in the Institutional Requirements, for selection, evaluation and promotion of fellows, disciplinary action, and supervision of fellows.
- II.A.4.m)** be familiar with and comply with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures;
- II.A.4.n)** obtain review and approval of the sponsoring institution's GMEC/DIO before submitting to the ACGME information or

requests for the following:

- II.A.4.n).(1)** **all applications for ACGME accreditation of new programs;**
- II.A.4.n).(2)** **changes in Fellow complement;**
- II.A.4.n).(3)** **major changes in program structure or length of training;**
- II.A.4.n).(4)** **progress reports requested by the Review Committee;**
- II.A.4.n).(5)** **responses to all proposed adverse actions;**
- II.A.4.n).(6)** **requests for increases or any change to Fellow duty hours;**
- II.A.4.n).(7)** **voluntary withdrawals of ACGME-accredited programs;**
- II.A.4.n).(8)** **requests for appeal of an adverse action;**
- II.A.4.n).(9)** **appeal presentations to a Board of Appeal or the ACGME; and,**
- II.A.4.n).(10)** **proposals to ACGME for approval of innovative educational approaches.**

- II.A.4.o)** **obtain DIO review and co-signature on all program information forms, as well as any correspondence or document submitted to the ACGME that addresses:**
 - II.A.4.o).(1)** **program citations, and/or**
 - II.A.4.o).(2)** **request for changes in the program that would have significant impact, including financial, on the program or institution.**

- II.A.4.p)** **ensure that the fellows are mentored in their development of clinical, educational, and administrative skills;**
- II.A.4.q)** **monitor and document the procedural skills of the fellows; and,**
- II.A.4.r)** **ensure documentation of meetings that describe ongoing interaction among subspecialty and core program directors. These must take place at least annually and more frequently as needed. These meetings should address a departmental approach to common educational issues and concerns (e.g., core curriculum, competencies, and evaluation).**

II.B. Faculty

II.B.1. At each participating site, there must be a sufficient number of faculty with documented qualifications to instruct and supervise all fellows at that location.

The faculty must:

II.B.1.a) devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; and to demonstrate a strong interest in the education of fellows, and

II.B.1.b) administer and maintain an educational environment conducive to educating fellows in each of the ACGME competency areas.

II.B.2. The physician faculty must have current certification in the specialty by the appropriate American Board of Medical Specialties Member Board, or possess qualifications acceptable to the Review Committee.

II.B.2.a) In addition to the subspecialty program director, there must be at least one other member of the teaching staff who is qualified in the subspecialty. In some of the subspecialties, two or more additional subspecialists are required. Each set of subspecialty requirements contain specific details in the Faculty section.

II.B.2.b) Fellows must have ready access to appropriate teaching and consultant faculty in the full range of Emergency Medicine subspecialties and in other appropriate related disciplines. Other related disciplines should include medical genetics, child neurology, child and adolescent psychiatry, as well as surgery and surgical subspecialties, as appropriate to the subspecialty.

II.B.3. The physician faculty must possess current medical licensure and appropriate medical staff appointment.

II.B.4. The nonphysician faculty must have appropriate qualifications in their field and hold appropriate institutional appointments.

II.B.5. The faculty must establish and maintain an environment of inquiry and scholarship with an active research component.

II.B.5.a) The faculty must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.

II.B.5.b) Some members of the faculty should also demonstrate scholarship by one or more of the following:

II.B.5.b).(1) peer-reviewed funding;

- II.B.5.b).(2)** publication of original research or review articles in peer-reviewed journals, or chapters in textbooks;
- II.B.5.b).(3)** publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or,
- II.B.5.b).(4)** participation in national committees or educational organizations.

II.B.5.c) Faculty should encourage and support fellows in scholarly activities.

II.C. Other Program Personnel

The institution and the program must jointly ensure the availability of all necessary professional, technical, and clerical personnel for the effective administration of the program.

II.D. Resources

The institution and the program must jointly ensure the availability of adequate resources for fellow education, as defined in the specialty program requirements.

II.E. Medical Information Access

Fellows must have ready access to specialty-specific and other appropriate reference material in print or electronic format. Electronic medical literature databases with search capabilities should be available.

III. Fellow Appointments

III.A. Eligibility Criteria

The program director must comply with the criteria for fellow eligibility as specified in the Institutional Requirements.

- III.A.1.** Prerequisite training for entry into a subspecialty program must include the satisfactory completion of an ACGME-accredited Emergency Medicine residency or other training judged suitable by the program director. Candidates who do not meet this criterion must be advised in writing by the program director to consult the American Board of Emergency Medicine or other appropriate board regarding their eligibility for subspecialty certification.

III.B. Number of Fellows

The program director may not appoint more fellows than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements. The program's educational resources must be adequate to

support the number of fellows appointed to the program.

- III.B.1. Programs planning to implement an increase in fellow complement between formal reviews should follow the directions provided on the Emergency Medicine Home Page of the ACGME website.

III.C. Fellow Transfers

- III.C.1. Before accepting a fellow who is transferring from another program, the program director must obtain written or electronic verification of previous educational experiences and a summative competency-based performance evaluation of the transferring fellow.

- III.C.2. A program director must provide timely verification of fellowship education and summative performance evaluations for fellows who leave the program prior to completion.

III.D. Appointment of Fellows and Other Learners

The presence of other learners (including, but not limited to, fellows from other specialties, subspecialty fellows, PhD students, and nurse practitioners) in the program must not interfere with the appointed fellows' education. The program director must report the presence of other learners to the DIO and GMEC in accordance with sponsoring institution guidelines.

IV. Educational Program

- IV.A. The curriculum must contain the following educational components:

- IV.A.1. Overall educational goals for the program, which the program must distribute to fellows and faculty annually;

- IV.A.2. Competency-based goals and objectives for each assignment at each educational level, which the program must distribute to fellows and faculty annually, in either written or electronic form. These should be reviewed by the fellow at the start of each rotation;

- IV.A.3. Regularly scheduled didactic sessions; and,

- IV.A.4. Delineation of fellow responsibilities for patient care, progressive responsibility for patient management, and supervision of fellows over the continuum of the program.

- IV.A.5. ACGME Competencies

The program must integrate the following ACGME competencies into the curriculum:

- IV.A.5.a) Patient Care

Fellows must be able to provide patient care that is

compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Fellows:

IV.A.5.a).(1) must have supervised training to ensure that they acquire the necessary clinical skills used in the subspecialty. These skills include the ability to: perform a history and physical examination, make diagnostic and therapeutic decisions, develop and carry out management plans, counsel patients and families, and use information technology to optimize patient care, and

IV.A.5.a).(2) must have supervised experience in performing and interpreting the results of laboratory tests and diagnostic procedures for use in patient care. Instruction and experience must be sufficient for the fellow to acquire the necessary procedural skills and to develop an understanding of their indications, risks, and limitations. The program director must document each fellow's experience in such procedures, and this documentation must be available for review.

IV.A.5.b) Medical Knowledge

Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Fellows:

IV.A.5.b).(1) must have a formally-structured educational program in the clinical and basic sciences as related to the subspecialty. This educational program must utilize lectures, seminars, and practical experience. Subspecialty conferences must be regularly scheduled, and should involve active participation by the fellows in the planning and implementation of these meetings.

IV.A.5.c) Practice-based Learning and Improvement

Fellows must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Fellows are expected to develop skills and habits to be able to meet the following goals:

IV.A.5.c).(1) identify strengths, deficiencies, and limits in one's knowledge and expertise;

IV.A.5.c).(2) set learning and improvement goals;

IV.A.5.c).(3) identify and perform appropriate learning activities;

- IV.A.5.c).(4) **systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;**
- IV.A.5.c).(5) **incorporate formative evaluation feedback into daily practice;**
- IV.A.5.c).(6) **locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;**
- IV.A.5.c).(7) **use information technology to optimize learning; and,**
- IV.A.5.c).(8) **participate in the education of patients, families, students, fellows and other health professionals.**
- IV.A.5.c).(9) with the necessary background, must be given the opportunity to participate in clinical and /or professional quality improvement activities. Evidence of self-evaluation, incorporating faculty, peer, and patient assessments, must be demonstrated in the fellow's development of his or her individual learning plan;
- IV.A.5.c).(10) must be given the opportunity to teach and participate in undergraduate, graduate, and continuing education activities, as well as to assume some departmental administrative responsibilities; and,
- IV.A.5.c).(11) should have instruction in curriculum design, information delivery in clinical settings and classrooms, provision of feedback to learners, assessment of educational outcomes, and the development of teaching materials.

IV.A.5.d)

Interpersonal and Communication Skills

Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Fellows are expected to:

- IV.A.5.d).(1) **communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;**
- IV.A.5.d).(2) **communicate effectively with physicians, other health professionals, and health related agencies;**
- IV.A.5.d).(3) **work effectively as a member or leader of a health care team or other professional group;**

- IV.A.5.d).(4) **act in a consultative role to other physicians and health professionals; and,**
- IV.A.5.d).(5) **maintain comprehensive, timely, and legible medical records, if applicable.**
- IV.A.5.d).(6) **be educated about the unique roles of the consultant, team leader, and team member.**

IV.A.5.e) Professionalism

Fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Fellows are expected to demonstrate:

- IV.A.5.e).(1) **compassion, integrity, and respect for others;**
- IV.A.5.e).(2) **responsiveness to patient needs that supersedes self-interest;**
- IV.A.5.e).(3) **respect for patient privacy and autonomy;**
- IV.A.5.e).(4) **accountability to patients, society and the profession; and,**
- IV.A.5.e).(5) **sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.**
- IV.A.5.e).(6) **high standards of professionalism and a commitment to continued improvement. The program must foster professionalism throughout training. The formal curriculum must include bioethics, including attention to physician-patient, physician-family, physician-physician/allied health professional, and physician-society relationships.**

IV.A.5.f) Systems-based Practice

Fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Fellows are expected to:

- IV.A.5.f).(1) **work effectively in various health care delivery settings and systems relevant to their clinical specialty;**
- IV.A.5.f).(2) **coordinate patient care within the health care system relevant to their clinical specialty;**

- IV.A.5.f).(3) **incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;**
- IV.A.5.f).(4) **advocate for quality patient care and optimal patient care systems;**
- IV.A.5.f).(5) **work in interprofessional teams to enhance patient safety and improve patient care quality; and,**
- IV.A.5.f).(6) **participate in identifying system errors and implementing potential systems solutions.**
- IV.A.5.f).(7) receive instruction in such topics as the economics of health care and current health care management issues, such as cost-effective patient care, practice management, preventive care, quality improvement, resource allocation, and clinical outcomes, and
- IV.A.5.f).(8) receive didactic instruction and experience in the prevention of medical errors.

IV.B. Fellows' Scholarly Activities

- IV.B.1. **The curriculum must advance fellows' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.**
- IV.B.2. **Fellows should participate in scholarly activity.**
- IV.B.3. **The sponsoring institution and program should allocate adequate educational resources to facilitate fellow involvement in scholarly activities.**

V. Evaluation

V.A. Fellow Evaluation

V.A.1. Formative Evaluation

- V.A.1.a) **The faculty must evaluate fellow performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of the assignment.**
- V.A.1.b) **The program must:**
- V.A.1.b).(1) **provide objective assessments of competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and**

- communication skills, professionalism, and systems-based practice;
- V.A.1.b).(2) use multiple evaluators (e.g., faculty, peers, patients, self, and other professional staff);
- V.A.1.b).(3) document progressive fellow performance improvement appropriate to educational level; and,
- V.A.1.b).(4) provide each fellow with documented semiannual evaluation of performance with feedback.
- V.A.1.c) The evaluations of fellow performance must be accessible for review by the fellow, in accordance with institutional policy.
- V.A.2. **Summative Evaluation**

The program director must provide a summative evaluation for each fellow upon completion of the program. This evaluation must become part of the fellow's permanent record maintained by the institution, and must be accessible for review by the fellow in accordance with institutional policy. This evaluation must:

 - V.A.2.a) document the fellow's performance during the final period of education, and
 - V.A.2.b) verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision.
- V.B. **Faculty Evaluation**
 - V.B.1. At least annually, the program must evaluate faculty performance as it relates to the educational program.
 - V.B.2. These evaluations should include a review of the faculty's clinical teaching abilities, commitment to the educational program, clinical knowledge, professionalism, and scholarly activities.
 - V.B.3. This evaluation must include at least annual written confidential evaluations by the fellows.
 - V.B.4. Faculty should receive formal feedback from these evaluations.
- V.C. **Program Evaluation and Improvement**
 - V.C.1. The program must document formal, systematic evaluation of the curriculum at least annually. The program must monitor and track each of the following areas:
 - V.C.1.a) fellow performance;

- V.C.1.b) **faculty development;**
- V.C.1.c) **graduate performance, including performance of program graduates on the certification examination; and,**
- V.C.1.d) **program quality. Specifically:**
 - V.C.1.d).(1) **Fellows and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually, and**
 - V.C.1.d).(2) **The program must use the results of fellows' assessments of the program together with other program evaluation results to improve the program.**
- V.C.2. **If deficiencies are found, the program should prepare a written plan of action to document initiatives to improve performance in the areas listed in section V.C.1. The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes.**
- V.C.3. **The annual evaluation should include an assessment of resources available to the program. The contribution of participating sites, the financial and administrative support of the program, the volume and variety of patients available for educational purposes, the performance of teaching staff, and the quality of supervision of fellows should all be considered in the evaluation. Information gained from these evaluations should be used to implement improvements in the program.**
- V.C.4. **The same evaluation mechanisms used in the related residency program must be adapted for and implemented in all of the subspecialty programs that function with it. In order to maintain the confidentiality of responses from fellows in small programs, evaluations of faculty may be consolidated with the core faculty evaluations.**

VI. Fellow Duty Hours in the Learning and Working Environment

VI.A. Principles

- VI.A.1. **The program must be committed to and be responsible for promoting patient safety and fellow well-being and to providing a supportive educational environment.**
- VI.A.2. **The learning objectives of the program must not be compromised by excessive reliance on fellows to fulfill service obligations.**
- VI.A.3. **Didactic and clinical education must have priority in the allotment of fellows' time and energy.**
- VI.A.4. **Duty hour assignments must recognize that faculty and fellows collectively have responsibility for the safety and welfare of patients.**

VI.B. Supervision of Fellows

The program must ensure that qualified faculty provide appropriate supervision of fellows in patient care activities

VI.C. Fatigue

Faculty and fellows must be educated to recognize the signs of fatigue and sleep deprivation and must adopt and apply policies to prevent and counteract its potential negative effects on patient care and learning.

VI.D. Duty Hours (the terms in this section are defined in the ACGME Glossary and apply to all programs)

Duty hours are defined as all clinical and academic activities related to the program; i.e., patient care (both inpatient and outpatient), administrative duties relative to patient care, the provision for transfer of patient care, time spent in-house during call activities, and scheduled activities, such as conferences. Duty hours do *not* include reading and preparation time spent away from the duty site.

VI.D.1. Duty hours must be limited to 80 hours per week, averaged over a 4-week period, inclusive of all in-house call activities.

VI.D.2. Fellows must be provided with one day in seven free from all educational and clinical responsibilities, averaged over a four-week period, inclusive of call.

VI.D.3. Adequate time for rest and personal activities must be provided. This should consist of a 10-hour time period provided between all daily duty periods and after in-house call.

VI.D.3.a) The Review Committee will not consider requests for a rest period that is less than 10 hours.

VI.E. On-call Activities

VI.E.1. In-house call must occur no more frequently than every third night, averaged over a four-week period.

VI.E.2. Continuous on-site duty, including in-house call, must not exceed 24 consecutive hours. Fellows may remain on duty for up to six additional hours to participate in didactic activities, transfer care of patients, conduct outpatient clinics, and maintain continuity of medical and surgical care.

VI.E.3. No new patients may be accepted after 24 hours of continuous duty.

VI.E.4. At-home call (or pager call)

- VI.E.4.a)** The frequency of at-home call is not subject to the every-third-night, or 24+6 limitation. However at-home call must not be so frequent as to preclude rest and reasonable personal time for each fellow.
- VI.E.4.b)** Fellows taking at-home call must be provided with one day in seven completely free from all educational and clinical responsibilities, averaged over a four-week period.
- VI.E.4.c)** When fellows are called into the hospital from home, the hours fellows spend in-house are counted toward the 80-hour limit.

VI.F. Moonlighting

- VI.F.1.** Moonlighting must not interfere with the ability of the fellow to achieve the goals and objectives of the educational program.
- VI.F.2.** Internal moonlighting must be considered part of the 80-hour weekly limit on duty hours.

VI.G. Duty Hours Exceptions

A Review Committee may grant exceptions for up to 10% or a maximum of 88 hours to individual programs based on a sound educational rationale.

- VI.G.1.** In preparing a request for an exception the program director must follow the duty hour exception policy from the ACGME Manual on Policies and Procedures.
- VI.G.2.** Prior to submitting the request to the Review Committee, the program director must obtain approval of the institution's GMEC and DIO.
- VI.G.3.** The Review Committee for Emergency Medicine will not consider requests for exceptions to the 80-hour limit to a fellow's work week.

VII. Experimentation and Innovation

Requests for experimentation or innovative projects that may deviate from the institutional, common and specialty specific program requirements must be approved in advance by the Review Committee. In preparing requests, the program director must follow Procedures for Approving Proposals for Experimentation or Innovative Projects located in the ACGME Manual on Policies and Procedures. Once a Review Committee approves a project, the sponsoring institution and program are jointly responsible for the quality of education offered to fellows for the duration of such a project.

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